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ABSTRACT

The purpose of this paper is to report the results of a statewide content verification survey (CVS) of teachers to verify an initial set of System for Teaching and Learning Assessment and Review (STAR) teaching and learning components as being reasonable expectations for beginning and/or experienced teachers in Louisiana. The draft STAR was developed in 1988-89, and is used to train principals, master teachers, supervisors, college faculty, and other educators to complete thorough assessments of teachers' classroom performances for the purpose of renewable professional certification. The STAR is organized into four performance dimensions: (1) preparation, planning, and evaluation; (2) classroom behavior management; (3) learning environment; and (4) enhancement of learning, each of which is defined by sub-elements called Teaching and Learning Components (TLCs). Study data were collected from 2,300 public school teachers (representing a 38.3% return rate) in May 1989 using a mailed survey. In addition to obtaining demographic data, the survey asked teachers to make dichotomous ("Yes" or "No") judgments relative to five key areas of the STAR TLCs (whether or not items were clearly stated, applicable to subject areas taught, free of bias, representative of reasonable expectations of performance, and essential to the enhancement of student learning). Percentages of "Yes" responses ranged from a low of 62% for "essential to the enhancement of student learning" for the Allocated Time/Content Coverage component to 99% for this same question for the component of Monitoring/Maintaining Appropriate Behavior. An overwhelming majority of respondents endorsed each TLC as applicable to their subject areas in elementary school and secondary school settings. The results support the TLCs as reasonable performance expectations for beginning and experienced teachers and as essential to the enhancement of student learning. They were also supported in terms of their direct observability in the classroom and their freedom from bias. Two data tables are included. Appendix A provides an outline of STAR criteria, and Appendix B presents instructions for the Louisiana teacher CVS. (RLC)

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Teaching and Learning Components for Induction and Renewable Teacher Certification: A Statewide Verification Study

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Teaching and Learning Components for Induction and Renewable Teacher Certification: A State-wide Verification Study

Introduction

A standardized teacher evaluation system for the purposes of initial teacher certification, professional support and improvement, career ladder placements and the like has been an integral part of large-scale programs in a variety of states including Georgia, South Carolina, Tennessee, Texas, Virginia, Florida, Kentucky, Connecticut and North Carolina. Reviews of these systems have been somewhat mixed, but there is a general acceptance of the need for comprehensive teacher evaluation efforts as part of initiating educational reforms at the building level. While a variety of states have systematic, uniform evaluation programs for new teachers, only Tennessee and Texas are known to have evaluation systems administered to all teachers. Assessment data in these two states are used for career ladder placements. Louisiana is the first state to initiate a program to assess all teachers on the job for the purpose of renewable, professional certification.

In response to recent demands for increased accountability and reform in education, the state of Louisiana is currently in the second year of research and development work to pilot a uniform, statewide teacher performance/assessment system for all beginning and experienced teachers in Louisiana. Initial research and development efforts are underway to develop comprehensive assessment systems and accompanying assessor training programs to satisfy legislative mandates that establish the Louisiana Teaching Internship Program (LTIP) (1984) and a statewide Teacher Evaluation Program (LTEP) targeting the renewable certification of all 45,000 teachers (Children First Act, 1988). The new, professional renewable certificate in

Louisiana will have a maximum validity period of five years. Renewal of the certificate will require successful completion of an on-the-job assessment with the STAR. As part of developmental activities in the spring of 1989, a statewide survey of teachers was conducted to better understand teachers' perspectives regarding various teaching and learning components currently being piloted as part of the assessment process. Teacher input in the development of the STAR is required by law.

During the FY 1988-89, a draft system for assessing the classroom-based performance of beginning and experienced teachers was developed. This system is called the STAR (System for Teaching and learning Assessment and Review) (Ellett, Loup & Chauvin, 1989). The STAR is used to train principals, master teachers, supervisors, college faculty and other educators to complete thorough assessments of both beginning and experienced teachers' classroom performances. During the spring of 1989, some 400 educators were trained and certified in the use of the STAR. During 1989-1990, some 3500 additional educators are being trained and certified as STAR assessors. The complete assessor certification program is a full seven days and it includes multiple proficiency checks and standards that must be met for certification as a STAR assessor. The STAR assessment process extends from preparation of a Comprehensive Unit Plan (CUP) for a five to seven-day unit, through independent assessments of teaching and learning in the classroom by a team of three assessors: 1) principal; 2) master teacher; and 3) state assessor.

The STAR is based upon an extensive review of the research literature on effective teaching (Claudet, 1990) and on an analysis and synthesis of eight large-scale teacher performance assessment instruments currently being used in a variety of state-wide efforts to

make decisions about beginning teacher certification, annual evaluation career ladders and skills needing improvement (Logan,Garland & Ellett, 1989). However, the STAR goes beyond a singular focus on effective teaching and teacher evaluation reflected in most first generation, classroom-based assessment systems. The STAR extends these systems in important ways, including emphasizing the assessment of student learning during the observation process. Thus the STAR is a comprehensive system for assessing and making inferences about both teaching and learning. In addition, the STAR emphasizes the assessment of important areas relative to student learning such as "higher order thinking skills," an area of learning that is currently a national concern (Presseisen, 1988; Eisner, 1985). An inclusive discussion of the STAR system, its conceptual basis, and assessment issues relative to its use can be found in Ellett, (1990).

Purpose

The purpose of this paper is to report the results of a statewide content verification survey of teachers to verify an initial set of STAR teaching and learning components as being reasonable expectations for beginning and/or experienced teachers in Louisiana. The study represents a first attempt to collect professional input from teachers in Louisiana as part of a larger content validation effort for the STAR.

Methods and Procedures

Sample: The sample for this study consisted of approximately 6000 teachers randomly selected by computer from all full-time, public school classroom teachers in the state of Louisiana. The total population of public school teachers in Louisiana is approximately 45,000.

Instrumentation: Data for this study were collected with a survey instrument developed to explore the five key areas of concern in the study and to collect demographic information from participants. The survey instrument consisted of three parts: 1) Part A - Demographic Information, 2) Part B - STAR Performance Dimensions and Teaching and Learning Components, and 3) Part C - Program Information.

The 1989 draft version of the STAR is organized into four Performance Dimensions: 1) Preparation, Planning and Evaluation; 2) Classroom/Behavior Management; 3) Learning Environment; and 4), Enhancement of Learning. Each of these Performance Dimensions is defined by sub-elements called Teaching and Learning Components. These components are further defined by a set of 151 assessment indicators that represent the basic observation and decision-making units of the system. A copy of the overall organization of the STAR dimensions and components and sample pages from the STAR assessment manual that include assessment indicators for the Teaching and Learning Component of TIME, can be found in APPENDIX A. The focus of this survey was teacher verification of the STAR Teaching and Learning Components. Brief descriptions of the "big ideas" reflected in each Performance Dimension were provided as well as brief descriptions of each Teaching and Learning Component based upon the assessment indicators defining each component of the STAR. These descriptions were provided since none of the teachers surveyed had been trained in the use of the STAR and the survey represented a "first exposure" to the content of the STAR.

The response format of the survey required teachers to make a series of dichotomous ("YES or NO") judgments relative to each Teaching and Learning Component. These judgments were made relative to five key questions about each Teaching and Learning Component: 1)

clearly stated?, 2) applicable to subject area you teach?, 3) free of bias?, 4) reasonable performance expectation? and 5) essential to the enhancement of student learning? A copy of the directions for teachers relative to these key questions can be found in APPENDIX B. Part C of the survey addressed teacher's perceptions of the need for additional information concerning the LTIP and LTEP.

Data Collection Procedures: Individual instruments and instructions were packaged for each teacher and mailed to their school addresses. Teachers were asked to complete the survey within two weeks and return the completed survey in an enclosed, self-addressed envelope. Data were collected in May, 1989. A total of 2300 usable surveys (38.3%) were returned. Due to the time of year which the data were collected (close to the end of the school year), no follow-up requests were made to non-participants.

Data Analyses: Descriptive statistical summaries were computed for demographic variables, and for each instrument item for the total sample and for elementary and secondary teacher groups. In addition, to instrument items, percentages of each category requesting the extent to which beginning and experienced teachers were prepared to successfully demonstrate the various Teaching and Learning Components, and whether the components should be required for initial and renewable certification were computed.

Results

The results of responses to survey items for the total sample of respondents are presented in Table 1. Percentages of "Yes" responses to the content verification questions ranged from a low of 62% for "Essential to the Enhancement of Student Learning" for the component of

Allocated Time/Content Coverage, to a high of 99% for this same question for the component of Monitoring/Maintaining Appropriate Behavior. The grand mean for all "Yes" survey responses was 94%. Allocated Time/Content Coverage received the lowest percentage of support for the questions of "Applicable to Subject Area" (78%); "Reasonable Performance Expectation" (73%); and "Essential to the Enhancement of Student Learning" (62%). Overall, 92% of the respondents supported the set of teaching/learning components as "reasonable expectations" for teachers seeking initial professional certification in Louisiana, and 89% for teachers seeking renewal of professional certification. Only 81% of the respondents supported the set of teaching/learning components under Performance Dimension I (Preparation, Planning and Evaluation) as being a "reasonable expectation" for teachers seeking renewable certification in Louisiana, compared to 90% support for initial certification.

When considering the perceived degree to which beginning and experienced teachers are prepared to successfully demonstrate performance in the STAR Performance Dimensions, 40-55% of the respondents indicated that experienced teachers were completely prepared, compared to only 14% indicating that beginning teachers were completely prepared. The results indicated that 28% of the respondents believe that beginning teachers are "not prepared at all" to successfully demonstrate performances comprising the Performance Dimension of Classroom/Behavior Management. On the average, only 14% of the survey respondents believed that beginning teachers were "completely prepared" to successfully demonstrate performances in the various STAR dimensions. This same figure for experienced teachers (average percentage over all Performance Dimensions) was slightly greater than 47%. The lowest percentages for both beginning and experienced teachers for "completely prepared" were for STAR Performance

Dimension II, Classroom/ Behavior Management.

Table 2 presents summary survey data by elementary (K-6) and secondary (7-12) teacher groups. These items can be cross-referenced with those in Table 1 to examine the general definitions/examples of the various STAR Teaching and Learning Components. Overall, the results in Table 2 show few large differences between elementary and secondary teacher groups. The largest differences were for the STAR Teaching and Learning Component of Allocated Time/Content Coverage. Fewer percentages of secondary teachers agreed that this component was "Applicable to the Subject Area You Teach," was a "Reasonable Performance Expectation," and was "Essential to the Enhancement of Student Learning." The largest differences in percentages were for the question, "Reasonable Performance Expectation" (86% elementary vs 70% secondary). For the total set of teaching and learning components in Preparation, Planning and Evaluation, secondary teachers viewed somewhat smaller percentages of teachers as being "completely prepared" to successfully demonstrate the components (42% secondary vs 53% elementary). This same trend in the results was noticed for the other three Performance Dimensions. For this same comparison ("Completely prepared"), relatively large differences were found between elementary and secondary teacher respondents for the question about the "complete preparation" of beginning teachers (26% elementary vs 8% secondary).

Discussion and Conclusions

The content verification of the set of STAR teaching/learning components indicated that the overwhelming majority of respondents endorsed each of the components as applicable to their subject area. In addition, the results strongly supported the set of components as reasonable

performance expectations for both beginning and experienced teachers and, importantly, as essential to the enhancement of student learning. Considered collectively, the results show strong teacher endorsement in Louisiana of the appropriateness and applicability of the STAR teaching/learning components to both elementary and secondary educational settings. The results also supported the teaching/learning components in terms of their direct observability in the classroom and their freedom from bias against any particular group. The response rate was somewhat less than desired and may have been reduced because data were collected toward the end of the school year. Interestingly, the response rate may have also been reduced by external factors. For example, during the period of the survey, Louisiana voters failed a tax proposal that targeted an increase in salaries for teachers for the 1989-1990 school year. Teachers eventually received this salary increment from other funds. However, some of the surveys were returned uncompleted with comments about this salary issue.

However, teachers indicated somewhat less support for specification of time for each major teaching and learning activity within the STAR Comprehensive Unit Plan (CUP) as being essential to the enhancement of student learning, as applicable to their subject area and as a reasonable performance expectation for certification than for other STAR components. Continuing research and development efforts may need to focus on the relationship between thorough and thoughtful planning and effective teaching and the enhancement of student learning in an effort to increase the credibility of this component within the STAR assessment process. A study of the relationship between planning vis a vis the CUP and the subsequent quality of teachers' classroom performances and student learning is currently underway. The teachers surveyed may have endorsed this Teaching and Learning Component with a little more

moderation than other components because the concept of time designations in planning is somewhat new.

It may also be, as has been recently suggested (Shulman, 1987), that many teachers do not have an adequate, comprehensive view of content, pedagogical and curriculum knowledge as they think about their own teaching and students' learning. If this is the case, then endorsing an assessment area such as the STAR Teaching and Learning Component of Allocated Time/Content Coverage as "applicable," "reasonable" and "essential to the enhancement of learning," may create some consternation. This idea is typically not included in the preparation of daily lesson plans. The planning component of the STAR is a much more comprehensive plan than a daily "planning schedule." It is for a five to seven-day unit of teaching and learning activity and it will normally be prepared for renewable certification only once every five years.

The results of this study are important in that they enhance the literature on important aspects of teacher certification for both beginning and experienced teachers and provide a useful resource to other states embarking on such work. The results also have implications at the pre-service level as state-wide efforts are directed at bringing teacher preparation institutions "in line" with the expectations of teacher performance (Logan, Garland & Ellett, 1989).

A unique element of the Teaching/Learning Components contained in the STAR is the focus on the assessment of <u>both</u> teaching performance <u>and</u> student learning. Assessments of teacher performance with the STAR are grounded in inferences that trained assessors make about the degree to which students are engaged in learning and the extent to which teaching and learning occur within a positive learning climate and interactive learning environment. The STAR also places major emphasis on the assessment of formal testing skills, the teaching of

thinking skills to students and planning for "homelearning." This study reports the results of a first-time effort to have teachers verify these newer aspects of teaching/learning as reasonable expectations for all teachers and as essential to the enhancement of student learning. The results reported in this study lend teacher support and "credibility" to these important areas of teaching and learning. With this emphasis, the STAR seeks to move developmental efforts in classroom-based, on-the-job assessment beyond the traditional focus of large-scale teacher assessment systems on teacher evaluation (Ellett, 1990). In the STAR, assessors must attend to both teaching and learning.

The survey results reported here also suggest that new, beginning teachers may need thorough orientation and support as the STAR is phased in during the 1990-1991 school year. Teachers surveyed in this study seemed to suggest that experienced teachers were far more prepared to meet the new on-the-job assessment requirements for certification than were beginning teachers. However, research currently underway that is examining the STAR assessment data from some 6,000 Louisiana classrooms suggests that experienced teachers may need strong orientation as well, as they prepare to meet the new statewide teacher evaluation program requirements.

The results reported in this study are a first step in establishing the content and job-related validity of the System for Teaching and learning Assessment and Review (STAR) (Ellett, Loup & Chauvin, 1989). Additional studies pertaining to professional verification of the STAR assessment indicators defining each Teaching and Learning Component are underway with a group of 400 highly trained Louisiana "expert" educators. Assumedly, the results of these studies will show strong affirmation of the STAR content in a manner that is consistent with the results

reported here. Additional studies of the criterion-related validity of the STAR are in process, and a factor analysis to examine elements of construct validity has been completed (Loup, Ellett & Chauvin, 1990). The reliability (generalizability) of the STAR teaching and Learning Components has also been established in initial studies with reasonable success (Teddlie, Ellett & Naik, 1990).

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TABLE 1

PERFORMANCE DIMENSION I: PREPARATION, PLANNING AND EVALUATION

Thorough and thoughtful planning is an important component of effective teaching and the enhancement of student learning. Beginning teachers and experienced teachers will construct comprehensive unit and/or daily plans as part of the assessment process. These plans will include lesson/unit learning objectives and goals, activities, materials and student evaluations on learning that are designed to accommodate the range of individual differences within the teacher's classroom.

The basic teaching and learning components included in the pilot STAR assessment process are provided below. A brief description of each is also included. Read the components and the descriptions provided and then **CIRCLE** either **YES** or **NO** for each of the key questions. You may want to briefly review the key questions on the prior page before you respond. Next, please check the appropriate space provided for each of the questions that follow. Then proceed to the next STAR Performance Dimension (CLASSROOM/BEHAVIOR MANAGEMENT) and repeat this process.

TEACHING/LEARNING COMPONENTS I.A: OBJECTIVES/GOALS	Clearly Stated?	Applicable To Subject Area You Teach?	Free of Bias?	Reasonable Performance Expectation?	Essential to the Enhancement of Student Learning?
Learning objectives included in unit and/or daily plans will reflect learning goals, will be sequenced and will accommodate the range of individual differences within the teacher's class.	YES 95.3 NO 4.7	YES 96.2 NO 3.8	YES 96.2 NO 3.8	YES 91.8 NO 8.2	YES 89.6 NO 10.4
I.B: TEACHING METHODS/LEARNING TASKS					
Activities included in unit and/or daily lesson plans will be referenced to objectives and sequenced and will accommodate the range of individual differences in the teacher's class.	YES 92.1 NO 7.9	YES 94.4 NO 5.6	YES 96.4 NO 3.6	YES 87.9 NO 12.1	YES 87.8 NO 12.2
I.C: ALLOCATED TIME/CONTENT COVERAGE					
The unit and/or daily lesson plan will specify the time allocated for each major teaching and learning activity.	YES 90.1 NO 9.9	YES 77.7 NO 22.3	YES 91.6 NO 8.4	YES 72.7 NO 27.3	YES 62.1 NO 37.9
I.D: AIDS/MATERIALS					
The unit and/or daily lesson plan will specify a variety of aids and materials that accommodate individual differences among students, provide practice on learning objectives and that enhance the development of thinking skills.	YES 91.8 NO 8.2	YES 92.9 NO 7.1	YES 95.8 NO 4.2	YES 86.6 NO 13.4	YES 86.2 NO 13.8
I.E.: HOMEWORK					
Teachers will specify homework assignments in the unit and/or lesson plan. These assignments will be designed to provide students with opportunities for additional practice, and for the application and extension of learning.	YES 94.9 NO 5.1	YES 85.1 NO 14.9	YES 95.1 NO 4.9	YES 90.8 NO 9.2	YES 87.0 NO 13.0

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TABLE I (CONTINUED)

TEACHING/LEARNING COMPONENTS I.F. FORMAL ASSESSMENT	Clearly Stated?	Applicable To Subject Area You Teach?	Free of Bias?	Reasonable Performance Expectation?	Essential to the Enhancement of Student Learning?
"Formal" assessment and evaluation procedures are used to monitor students' progress toward mastery of objectives and are typically "grade-related." The unit and/or daily lesson plan will specify these as appropriate. Provision in the plan will also be made to provide students with diagnostic feedback.	YES 85.1 NO 14.9	YES 87.2 NO 12.8	YES 93.6 NO 6.4	YES 88.2 NO 11.8	YES 87.3 NO 12.7

Considering all of the teaching/learning components in Performance Dimension I:

1) Do you consider successful demonstration of these teaching/learning components to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

   89.9 Yes 10.1 No

   b) Renewal of professional certification in Louisiana?

   81.1 Yes 18.9 No

2) To what degree do you believe teachers in this state are prepared to successfully demonstrate performance in this teaching and learning Performance Dimension (Preparation, Planning and Evaluation)? (Check only one.)

   a) Beginning Teachers

   8.2 Not Prepared At All

   78.0 Somewhat Prepared

   13.8 Completely Prepared

   b) Experienced Teachers:

   1.0 Not Prepared At All

   50.6 Somewhat Prepared

   48.3 Completely Prepared

TABLE 1 (CONTINUED)

PERFORMANCE DIMENSION II: CLASSROOM/BEHAVIOR MANAGEMENT

Effective classroom and behavior management are essential elements of effective teaching and the time available for learning. Clearly communicated and well-established behavioral expectations and fair and consistent consequences facilitate effective monitoring and maintenance of appropriate student behavior. Effective teachers manage student behavior and teaching and learning activities in a manner that enhances students' engagement in learning tasks.

As part of the assessment process, principals, master teachers and other trained assessors will observe actual classroom teaching performances and record necessary information to assess each of the teaching/learning components in this STAR Performance Dimension.

TEACHING/LEARNING COMPONENTS	Clearly Stated?	Applicable to Subject Area You Teach?	Free of Bias?	Reasonable Performance Expectation?	Essential to the Enhancement of Student Learning?
II.A: TIME					
The effective and efficient use of time requires that lessons begin promptly, proceed with smooth transitions between teaching/learning activities and allow for maximum opportunities for student engagement in learning tasks.	YES 96.4 NO 3.6	YES 95.5 NO 4.5	YES 95.4 NO 4.6	YES 94.2 NO 5.8	YES 95.5 NO 4.5
II.B: CLASSROOM ROUTINES					
Classroom routines are organizational activities which are necessary to implement teaching and learning activities. Calling the roll, distributing supplies and explaining procedural directions for tasks are examples. When routines are efficiently handled, the time available for learning is maximized.	YES 96.6 NO 3.4	YES 95.7 NO 4.3	YES 97.9 NO 2.1	YES 96.9 NO 3.1	YES 95.5 NO 4.5
II.C: STUDENT ENGAGEMENT					
Student engagement in learning ("on-task" behavior) is a consistent, positive correlate of student achievement. The overall engagement rate for the class can be estimated by periodically scanning students' involvement in learning tasks. Of course, teachers can use a variety of techniques to maintain a high student engagement rate.	YES 85.9 NO 14.1	YES 95.1 NO 4.9	YES 93.7 NO 6.3	YES 91.9 NO 8.1	YES 94.9 NO 5.1
II.D.: MANAGING TASK-RELATED BEHAVIOR					
Though the student engagement rate for the class can be quite high, one or more students may be persistently "off-task". Effective management of task-related behavior requires periodic monitoring of students and redirecting them to become engaged in the learning task(s).	YES 92.9 NO 7.1	YES 96.2 NO 3.8	YES 94.4 NO 5.6	YES 92.9 NO 7.1	YES 96.5 NO 3.5

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TABLE 1 (CONTINUED)

TEACHING/LEARNING COMPONENTS	Clearly Stated?	Applicable to Subject Area You Teach?	Free of Bias?	Reasonable Performance Expectation?	Essential to the Enhancement of Student Learning?
II.E: MONITORING/MAINTAINING APPROPRIATE BEHAVIOR					
Inappropriate student behavior (misbehavior) should be monitored and redirected as appropriate given the rules of the teacher's class. Clear rules and behavioral expectations and fair and consistent consequences for inappropriate behavior are keys to effective behavior management.	YES 95.3	YES 98.4	YES 95.2	YES 95.9	YES 99.1
	NO 4.7	NO 1.6	NO 4.8	NO 4.1	NO 0.9

Considering all of the teaching/learning components in Performance Dimension II:

1) Do you consider successful demonstration of these teaching/learning components to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

   90.7 Yes 9.3 No

   b) Renewal of professional certification in Louisiana?

   91.6 Yes 8.4 No

2) To what degree do you believe teachers in this state are prepared to successfully demonstrate performance in this teaching and learning Performance Dimension (Classroom/Behavior Management)? (Check only one.)

   a) Beginning Teachers

   28.4 Not Prepared At All

   65.3 Somewhat Prepared

   6.3 Completely Prepared

   b) Experienced Teachers:

   1.3 Not Prepared At All

   57.7 Somewhat Prepared

   40.9 Completely Prepared

TABLE 1 (CONTINUED)

PERFORMANCE DIMENSION III: LEARNING ENVIRONMENT

Providing an environment conducive to learning is an important element of effective teaching and learning. Both the psychosocial and physical environments for learning are important. In a supportive learning environment, students are treated fairly and with courtesy and respect, and enjoy a relaxed and accepting atmosphere. The teacher is warm and friendly toward students and demonstrates enthusiasm for teaching, learning and the subject being taught. Personalizing the lesson for students and encouraging all students to participate are elements of a supportive climate for learning. The physical environment for learning should be neat, safe and arranged in an orderly manner to enhance learning.

As part of the assessment process, trained assessors will observe elements of the psychosocial and physical learning environment and record information needed to decide the extent to which these elements are supportive of and enhance student learning.

TEACHING/LEARNING COMPONENTS	Clearly Stated?	Applicable to Subject Area You Teach?	Free of Bias?	Reasonable Performance Expectation?	Essential to the Enhancement of Student Learning?
III.A: PSYCHOSOCIAL LEARNING ENVIRONMENT					
The teacher, through verbal and non-verbal means, models enthusiasm for and interest in learning, attempts to include all students in learning activities and encourages active involvement. Friendliness toward students and establishing a climate of courtesy and respect are key elements of an environment conducive to learning.	YES 96.2 NO 3.8	YES 98.0 NO 2.0	YES 94.8 NO 5.2	YES 96.3 NO 3.7	YES 96.5 NO 3.5
III.B: PHYSICAL LEARNING ENVIRONMENT					
A physical learning environment that enhances learning is safe, clean, orderly and attractive. Of course, all elements of the physical environment for learning are not directly under the teacher's control.	YES 95.1 NO 4.9	YES 97.2 NO 2.8	YES 94.4 NO 5.6	YES 94.9 NO 5.1	YES 93.8 NO 6.2

Considering all of the teaching/learning components in Performance Dimension III:

1) Do you consider successful demonstration of these teaching/learning components to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana?

   93.4 Yes 6.6 No

   b) Renewal of professional certification in Louisiana?

   91.2 Yes 8.8 No

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TABLE 1 (CONTINUED)

2) To what degree do you believe teachers in this state are prepared to successfully demonstrate performance in this teaching and learning Performance Dimension (Learning Environment)? (Check only one.)

a) Beginning Teachers

7.0 Not Prepared At All

69.2 Somewhat Prepared

23.8 Completely Prepared

b) Experienced Teachers:

1.4 Not Prepared At All

43.4 Somewhat Prepared

55.2 Completely Prepared

PERFORMANCE DIMENSION IV: ENHANCEMENT OF LEARNING

Securing student attention and motivating student interest in learning tasks, clearly communicating learning outcomes, and providing a context for new learning are important techniques for enhancing learning. Providing adequate emphasis to dimensions of content and activities and using effective questioning techniques to extend student thinking also enhance student learning. Providing feedback about adequate and inadequate student responses, assessing students' progress toward learning objectives and making adjustments as appropriate enhance student understanding and help maintain student engagement in learning.

Trained assessors use information from systematic observations of teaching and learning in the classroom setting to assess these STAR teaching and learning components.

TEACHING/LEARNING COMPONENTS IV.A: LESSON/ACTIVITIES INITIATION	Clearly Stated?	Applicable to Subject Area You Teach?	Free of Bias?	Reasonable Performance Expectation?	Essential to the Enhancement of Student Learning?
As the lesson begins and activities change within a lesson, the effective teacher secures student attention and motivates students to the learning task(s). Of course, a variety of methods can be used given the class context.	YES 94.0 NO 6.0	YES 97.5 NO 2.5	YES 95.7 NO 4.3	YES 95.9 NO 4.1	YES 97.6 NO 2.4
IV.B: TEACHING METHODS					
The effective teacher employs a variety of teaching methods that facilitate the achievement of planned objectives, encourage student interaction and accommodate the developmental and ability levels of students.	YES 96.2 NO 3.8	YES 97.7 NO 2.3	YES 96.6 NO 3.4	YES 96.4 NO 3.6	YES 98.2 NO 1.8

TABLE 1 (CONTINUED)

TEACHING/LEARNING COMPONENTS	Clearly Stated?	Applicable to Subject Area You Teach?	Free of Bias?	Reasonable Performance Expectation?	Essential to the Enhancement of Student Learning?
IV.C: SEQUENCE/PACE					
Student learning is enhanced when teaching and learning activities are logically sequenced, move at an appropriate pace and fit the range of student needs within the class.	YES 96.0	YES 97.1	YES 95.8	YES 95.3	YES 97.2
	NO 4.0	NO 2.9	NO 4.2	NO 4.7	NO 2.8
IV.D: AIDS AND MATERIALS					
Aids and materials used can enhance learning by lending variety to the lesson and by providing practice on objectives-related activity. Aids and materials can be used in ways that stimulate high levels of student interest and involvement. Of course, timeliness in the use of aids and materials to illustrate important points maintains student attention and enhances subsequent learning.	YES 93.1	YES 97.3	YES 96.1	YES 94.8	YES 94.2
	NO 6.9	NO 2.7	NO 3.9	NO 5.2	NO 5.8
IV.E. CONTENT ACCURACY/ EMPHASIS					
Information and content presented by the teacher should be timely, accurate and current. Differentiating content at more than one ability level and providing appropriate emphasis by structuring knowledge and subject matter are important elements of teaching and learning.	YES 89.1	YES 94.6	YES 95.5	YES 93.3	YES 95.5
	NO 10.9	NO 5.4	NO 4.5	NO 6.7	NO 4.5
IV.F: THINKING SKILLS					
Encouraging and teaching students how to think is an important element of effective teaching. The use of various questioning strategies, selection of problem-solving tasks and problems needing analysis and extending student responses and ideas can all be done in a manner that involves students in their own thinking.	YES 93.6	YES 96.7	YES 95.9	YES 94.9	YES 98.0
	NO 6.4	NO 3.3	NO 4.1	NO 5.1	NO 2.0
IV.G: CLARIFICATION					
Identifying areas of confusion and clarifying student misunderstanding are keys to effective teaching and learning. Using different examples and definitions, probing for the basis of student misunderstanding and involving students in their own clarifications are important techniques.	YES 95.2	YES 97.8	YES 97.0	YES 97.1	YES 98.6
	NO 4.8	NO 2.2	NO 3.0	NO 2.9	NO 1.4

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TABLE 1 (CONTINUED)

TEACHING/LEARNING COMPONENTS	Clearly Stated?	Applicable to Subject Area You Teach?	Free of Bias?	Reasonable Performance Expectation?	Essential to the Enhancement of Student Learning?
IV.H: MONITORING LEARNING TASKS/INFORMAL ASSESSMENT					
Monitoring student learning throughout a lesson is an important element of effective teaching. A variety of informal assessment techniques can be used during the lesson such as asking appropriate questions, examining students' completion of tasks, having students assess each other's performance and so on.	YES 96.0 NO 4.0	YES 96.7 NO 3.3	YES 96.3 NO 3.7	YES 97.4 NO 2.6	YES 97.3 NO 2.7
IV.I: FEEDBACK					
Providing specific feedback to students as they attempt and complete learning tasks is a key element of learning. Providing suggestions for improving performance when appropriate is an effective means of motivating students to attempt subsequent learning tasks.	YES 95.0 NO 5.0	YES 98.0 NO 2.0	YES 97.3 NO 2.7	YES 97.7 NO 2.3	YES 98.0 NO 2.0
IV.J: ORAL/WRITTEN COMMUNICATION					
Appropriate oral and written communication provided by the teacher includes accurate grammatical structure and form, the use of vocabulary that fits the range of student ability levels, and precision sufficient to enhance student understanding. Of course, the use of occasional colloquial language is acceptable if it does not interfere with subsequent student learning.	YES 94.3 NO 5.7	YES 96.5 NO 3.5	YES 92.7 NO 7.3	YES 96.0 NO 4.0	YES 96.5 NO 3.5

Considering all of the teaching/learning components in Performance Dimension IV:

1) Do you consider successful demonstration of these teaching/learning components to be reasonable expectations for teachers seeking:

   a) Initial professional certification in Louisiana ?

      92.6 Yes 7.4 No

   b) Renewal of professional certification in Louisiana?

      92.3 Yes 7.7 No

TABLE 1 (CONTINUED)

2) To what degree do you believe teachers in this state are prepared to successfully demonstrate performance in this teaching and learning Performance Dimension (Enhancement of Learning)? (Check only one.)

a) Beginning Teachers

10.4 Not Prepared At All

77.0 Somewhat Prepared

12.6 Completely Prepared

b) Experienced Teachers:

1.1 Not Prepared At All

54.7 Somewhat Prepared

44.3 Completely Prepared

PART C: The following questions are in reference to the Louisiana Teaching Internship Program (LTIP) and the Louisiana Teacher Evaluation Program (LTEP).

1. Do you believe you are adequately informed about these programs?

a) LTIP 19.2 Yes 80.8 No

b) LTEP 21.6 Yes 78.4 No

2. Would you like additional information about these programs?

a) LTIP 86.6 Yes 13.4 No

b) LTEP 89.5 Yes 10.5 No

Table 2

Summary of Positive Responses to Survey items for each STAR Teaching and Learning Component by Elementary (E) and Secondary (S) Teacher Groups.

		Clearly Stated?		Applicable To Subject Area You Teach		Free of bias?		Reasonable Performance Expectation?		Essential to the Enhancement of Student Learning?	
		E	S	E	S	E	S	E	S	E	S
PREPARTION PLANNING AND EVALUATION											
I.A:	Objectives/Goal	95	94	97.3	95	97	95	93	89	92	87
I.B:	Teaching Methods/Learning Tasks	92	90	96	92	97	95	90	84	92	84
I.C:	Allocated Time/Content Coverage	91	88	82	73	92	92	86	70	67	59
I.D:	Aids/Materials	93	91	96	91	96	97	89	84	89	84
I.E:	Homework	95	95	85	87	95	96	91	91	86	90
I.F:	Formal Assessment	87	82	87	90	94	93	89	88	88	86
1.a	Initial Certification	92	89								
1.b	Renewal of Certification	83	79								

		E		S	
2.a	Beginning Teachers	8	Not Prepared at All	8	Not Prepared At All
		76	Somewhat Prepared	81	Somewhat Prepared
		15	Completely Prepared	11	Completely Prepared
2.b	Experienced Teachers	1	Not Prepared at All	1	Not Prepared At All
		46	Somewhat Prepared	57	Somewhat Prepared
		53	Completely Prepared	42	Completely Prepared

CLASSROOM/BEHAVIOR MANAGEMENT											
II.A:	Time	96	99	95	95	96	95	94	95	95	96
II.B:	Classroom Routines	97	97	96	97	98	99	97	98	96	94
II.C:	Student Engagement	87	83	96	93	95	93	93	90	96	94

Table 2 (continued)

Summary of Positive Responses to Survey items for each STAR Teaching and Learning Component by Elementary (E) and Secondary (S) Teacher Groups.

		Clearly Stated?		Applicable To Subject Area You Teach		Free of bias?		Reasonable Performance Expectation?		Essential to the Enhancement of Student Learning?	
		E	S	E	S	E	S	E	S	E	S
II.D:	Managing Task-Related Behavior	95	89	98	95	95	94	94	90	98	94
II.E:	Monitoring/ Maintaining Appropriate Behavior	95	96	98	99	95	97	96	97	99	99
	1.a Initial Certification	93	89								
	1.b Renewal of Certification	92	93								

		E		S	
2.a	Beginning Teachers	27	Not Prepared at All	29	Not Prepared At All
		66	Somewhat Prepared	67	Somewhat Prepared
		7	Completely Prepared	4	Completely Prepared
2.b	Experienced Teachers	1	Not Prepared at All	3	Not Prepared At All
		56	Somewhat Prepared	60	Somewhat Prepared
		42	Completely Prepared	38	Completely Prepared

LEARNING ENVIRONMENT

III.A:	Psychosocial Learning Environment	97	96	98	98	96	92	98	94	98	96
III.B:	Physical Learning Environment	95	95	98	96	96	94	96	94	96	92
	1.a Initial Certification	95	93								
	1.b Renewal of Certification	93	90								

		E		S	
2.a	Beginning Teachers	5	Not Prepared at All	10	Not Prepared At All
		69	Somewhat Prepared	69	Somewhat Prepared
		26	Completely Prepared	21	Completely Prepared
2.b	Experienced Teachers	1	Not Prepared at All	3	Not Prepared At All
		40	Somewhat Prepared	46	Somewhat Prepared
		59	Completely Prepared	51	Completely Prepared

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Table 2 (continued)

Summary of Positive Responses to Survey Items for each STAR Teaching and Learning Component by Elementary (E) and Secondary (S) Teacher Groups.

		Clearly Stated?		Applicable To Subject Area You Teach		Free of bias?		Reasonable Performance Expectation?		Essential to the Enhancement of Student Learning?	
		E	S	E	S	E	S	E	S	E	S
ENHANCEMENT OF LEARNING											
IV.A:	Lesson/Activities Initiation	95	92	98	96	96	95	97	95	99	96
IV.B:	Teaching Methods	97	94	99	96	98	95	98	93	99	96
IV.C:	Sequence/Pace	96	95	98	96	96	95	95	95	98	97
IV.D:	Aids and Materials	93	93	98	95	97	95	96	93	96	93
IV.E:	Content Accuracy/Emphasis	90	87	96	92	97	93	95	90	97	93
IV.F:	Thinking Skills	94	94	97	96	96	95	95	95	98	98
IV.G:	Clarification	95	96	98	98	98	96	97	97	99	99
IV.H:	Monitoring Learning Tasks/Informal Assessment	97	96	98	96	97	96	98	97	99	96
IV.I:	Feedback	96	94	99	98	98	97	98	98	98	98
IV.J:	Oral/Written Communication	95	92	98	96	94	91	96	95	98	95
1.a	Initial Certification	94	91								
1.b	Renewal of Certification	94	93								

		E		S	
2.a	Beginning Teachers	5	Not Prepared at All	11	Not Prepared At All
		69	Somewhat Prepared	81	Somewhat Prepared
		26	Completely Prepared	8	Completely Prepared
2.b	Experienced Teachers	1	Not Prepared at All	1	Not Prepared At All
		51	Somewhat Prepared	59	Somewhat Prepared
		48	Completely Prepared	40	Completely Prepared

APPENDIX A

S T A R

System for Teaching and Learning Assessment and Review

PERFORMANCE DIMENSION I: PREPARATION, PLANNING AND EVALUATION (33)a

TEACHING/LEARNING COMPONENTS

A. Objectives/Goals (6)b
B. Teaching Methods/Learning Tasks (6)
C. Allocated Time/Content Coverage (4)
D. Aids/Materials (6)
E. Homework (4)
F. Formal Assessment/Evaluation (7)

PERFORMANCE DIMENSION II: CLASSROOM/BEHAVIOR MANAGEMENT (30)

TEACHING/LEARNING COMPONENTS

A. Time (8)
B. Classroom Routines (4)
C. Student Engagement (1)
D. Managing Task-Related Behavior (7)
E. Monitoring/Maintaining Student Behavior (10)

PERFORMANCE DIMENSION III: LEARNING ENVIRONMENT (20)

TEACHING/LEARNING COMPONENTS

A. Psychosocial Learning Environment (15)
B. Physical Learning Environment (5)

PERFORMANCE DIMENSION IV: ENHANCEMENT OF LEARNING (68)

TEACHING/LEARNING COMPONENTS

A. Lesson/Activities Initiation (10)
B. Teaching Methods (5)
C. Sequence/Pace (5)
D. Aids and Materials (10)
E. Content Accuracy/Emphasis (8)
F. Thinking Skills (11)
G. Clarification (5)
H. Monitoring Learning Tasks/Informal Assessment (6)
I. Feedback (4)
J. Oral/Written Communication (4)

---

a Number of Assessment Indicators Comprising Performance Dimension

b Number of Assessment Indicators Comprising Teaching/Learning Component

PERFORMANCE DIMENSION II: CLASSROOM AND BEHAVIOR MANAGEMENT

Effective classroom and behavior management comprise a necessary element of effective teaching performance. Clearly communicated and well-established behavioral expectations and fair and consistent consequences facilitate effective and efficient monitoring and maintenance of acceptable student behavior. Students' active engagement in learning tasks, a strong correlate of student achievement is maximized through stimulus variation and redirecting and revisiting students who are "off task". Appropriate learning activities should be provided for "early finishers" to maximize learning time and student engagement in learning tasks. Time for learning is further maximized by initiating teaching and learning activities promptly, implementing transitions without delays, efficiently handling routine tasks and avoiding undesirable digressions from topics or learning activities.

TEACHING AND LEARNING COMPONENTS

II.A. Time

II.B Classroom Routines

II.C. Student Engagement

II.D. Managing Task-Related Behavior

II.E. Monitoring and Maintaining Student Behavior

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TEACHING AND LEARNING COMPONENT II.A: TIME

COMMENTS: Teaching and learning activities reasonably reflect allocated time, begin promptly, proceed efficiently with smooth transitions and no undesirable digressions and allow for maximum opportunities for student engagement in learning. **"Activity" refers to all things teachers and students do in the classroom.**

RESEARCH BASE

Research in classroom management indicates that effective teacher use of time is equated with effective management and teacher control of classroom activities. According to Scott and Bushell (1974), teaching and learning time is most effectively utilized when teachers spend minimal amounts of time helping individual students. Arlin (1979) has found that teacher use of structured transitions (e.g., giving students procedural directions, establishing transition routines) results in a decrease in unnecessary delays in teaching and learning. Brophy and Evertson (1976) found strong and consistent positive relationships between student engagement in tasks and learning gains. Similarly, in a study by Evertson (1980), positive correlations were found between effective management skills and teacher control (teacher's use of time) and student achievement. Additionally, there are several recent studies which lend further support to the notion that teachers who are efficient classroom managers maximize student engagement time by minimizing organization and transition time during lessons (Coker, Medley and Soar, 1980; Fisher et al. 1980; Good and Grouws, 1979; Stallings, 1975; Stallings, Cory, Fairweather and Needels, 1977, 1978).

TEACHING AND LEARNING COMPONENT II.A: TIME

ASSESSMENT INDICATORS	ANNOTATION	NOTES/CLARIFICATION
II.A.1 Learning activities begin promptly.	This indicator focuses on the *beginning of the lesson.* Learning activities should begin with little time spent on organizational activities such as roll taking and the distribution of materials and supplies. The efficiency with which organizational activities are handled is always a concern. **IF A SIGNIFICANT AMOUNT OF TIME IS WASTED AT THE BEGINNING OF THE LESSON, THE TEACHER'S INITIAL USE OF TIME IS UNACCEPTABLE.**	
II.A.2 Expectations for maintaining and completing timelines for tasks are communicated to students.	As initial tasks begin and as tasks change throughout the lesson, the teacher should clearly communicate to students when tasks are to be completed. Cautions about wasting time and informing students about the persistence needed to complete tasks on time are elements of effective communication of expectations. **IF THE TEACHER FAILS TO ADEQUATELY COMMUNICATE THESE EXPECTATIONS TO STUDENTS THEN THE USE OF TIME AVAILABLE FOR LEARNING IS UNACCEPTABLE.**	
II.A.3 There are no unnecessary delays during the lesson.	*Unnecessary* delays in teaching and learning activities are not an efficient use of time. Delays may occur due to different completion times for students or student groups or during transitions. **Transitions are changes from one teaching and learning activity to another, as from lecture/discussion to "seatwork". Transitions can also occur within a single teaching/learning activity as**	

ASSESSMENT INDICATORS	ANNOTATION	NOTES/CLARIFICATION
	changes are made from one topic to another (e.g., during lecture/discussion/ notetaking activity). *Changes in group size are a key to observing transitions between activities.* Time for transitions should be recorded from the beginning of explanations for or moves to subsequent teaching and learning activities. Delays in learning can also occur if clarifications are made for individual students or small student groups, to a fault, while the remaining students unnecessarily wait to proceed. **ONE OR A NUMBER OF UNNECESSARY DELAYS THAT WASTE LEARNING TIME ARE SUFFICIENT FOR ASSESSING THIS INDICATOR AS UNACCEPTABLE.**	
II.A.4 There are no undesirable digressions.	**An undesirable digression is a significant, unplanned departure from teaching and learning topics or activities during any point in the lesson that wastes time.** *Digressions can be initiated by the teacher or by one or more students.* The teacher should manage digressions efficiently. One method is to use minor digressions as "teachable moments" so that time for learning is not wasted. **ONE LENGTHY DIGRESSION OR A NUMBER OF DIGRESSIONS THAT WASTE TIME IS SUFFICIENT FOR ASSESSING THIS INDICATOR AS UNACCEPTABLE.**	

TEACHING AND LEARNING COMPONENT II.A: TIME

ASSESSMENT INDICATORS	ANNOTATION	NOTES/CLARIFICATION
II.A.5 Minor interruptions are managed quickly and efficiently **"or"** there are no interruptions.	**Interruptions are breaks in lesson continuity that are beyond the teacher's control such as announcements over the intercom system and unanticipated classroom visitors.** When interruptions occur, the teacher should attend to them at once and handle them in a smooth and orderly manner so that time is not wasted. **IF THE TEACHER'S RESPONSE TO INTERRUPTIONS CONSUMES AN INORDINATE AMOUNT OF TIME THAT INTERFERES WITH LEARNING, THEN THIS INDICATOR IS UNACCEPTABLE.**	
II.A.6 Learning activities reasonably match the time allocated for learning.	The teacher should implement learning activities so as to accomplish *most* of what has been planned for the period of the lesson. Of course, *adjustments* in the time allocated for learning activities *may* be *needed* during the lesson. Reasonableness includes consideration of interferences beyond the teacher's control, the need to capture "teachable moments" that enhance the lesson, etc. **IF ONE OR MORE PLANNED ACTIVITIES CAN NOT BE COMPLETED BECAUSE THE TIME ALLOCATED IS NOT SUFFICIENT, THIS INDICATOR IS UNACCEPTABLE.**	
II.A.7 Supplemental activities are provided as needed to fill the time allocated for learning.	Not all learners work with the same diligence and pace. To maximize available learning time, "early finishers" should be provided with supplemental/additional activities related to lesson goals and/or learning objectives. These activities should extend/enhance learning and should not be	

TEACHING AND LEARNING COMPONENT II.A: TIME

ASSESSMENT INDICATORS	ANNOTATION	NOTES/CLARIFICATION
	simply "busy work" or "more of the same". Allowing students to complete homework assignments to fill the time allocated for learning is not an appropriate supplemental activity. **IF A SIGNIFICANT NUMBER OF STUDENTS COMPLETE LEARNING TASKS, SIT IDLY, WASTE TIME AND ARE NOT PROVIDED WITH SUPPLEMENTAL LEARNING TASKS. THIS INDICATOR IS UNACCEPTABLE.**	
II.A.8 Learning activities continue until the end of the allocated time period.	This Indicator *focuses on the end of the lesson.* Time may be wasted at the end of a period if learning activities are poorly planned and implemented given the time available for teaching and learning. Planning "backup" learning activities related to goals and objectives so that students do not spend significant amounts of time waiting for the bell is an effective teaching practice. **IF A SIGNIFICANT NUMBER OF STUDENTS "FINISH EARLY" AND WASTE LEARNING TIME BY WAITING FOR THE CLASS PERIOD TO END, THIS INDICATOR IS UNACCEPTABLE. OF COURSE, A DEGREE OF REASONABLENESS SHOULD BE USED IN ASSESSING THIS INDICATOR SINCE PLANNED ACTIVITIES DO NOT ALWAYS COMPLETELY FILL THE ALLOCATED TIME FOR LEARNING.**	

APPENDIX B

PART B: LOUISIANA TEACHER CONTENT VERIFICATION SURVEY

Overview

The assessment/support system being piloted in Louisiana is a comprehensive system that focuses on both teaching and learning. The system will require teachers to demonstrate acceptable performance from the pre-planning stage through multiple observations of complete lessons.

The teaching/learning process is divided into four (4) broad areas/dimensions of performance. Listed below are the four (4) broad PERFORMANCE DIMENSIONS of the teaching/learning process:

1) Preparation, Planning and Evaluation
2) Classroom/Behavior Management
3) Learning Environment
4) Enhancement of Learning

Under each Performance Dimension is a list of TEACHING/LEARNING COMPONENTS. These Performance Dimensions and Teaching/Learning Components form the framework of the initial DRAFT version of the assessment and professional support system for beginning and experienced teachers in Louisiana. This system has been entitled the System for Teaching and learning Assessment and Review (STAR).

DIRECTIONS: PLEASE READ CAREFULLY

The survey that follows contains the four (4) PERFORMANCE DIMENSIONS and their corresponding TEACHING/LEARNING COMPONENTS that comprise the draft version of the STAR. An overview of each performance dimension is provided. For each teaching/learning component you are asked to respond to a set of five (5) questions. These questions are listed below. The column headings in the survey provide keys to each of these questions. Please CIRCLE either YES or NO to all five (5) questions for each item. Try to consider each teaching/learning component independently; that is, try not to let your responses to one component influence your responses to the next.

Respond to each question from YOUR PERSPECTIVE as a beginning teacher (1-2 years teaching experience) or as an experienced teacher (3 or more years teaching experience).

Question 1: Is the teaching/learning component CLEARLY STATED? That is, will teachers and observers know when it is being performed?

Question 2: Is the teaching/learning component APPLICABLE to the subject matter/area you teach?

Question 3: Is the teaching/learning component FREE OF BIAS against any person based on race, ethnicity, sex, religion, etc.

Question 4: Is demonstration of the teaching/learning component a REASONABLE PERFORMANCE EXPECTATION for teachers in Louisiana?

Question 5: Is demonstration of the teaching/learning component ESSENTIAL TO THE ENHANCEMENT OF STUDENT LEARNING?

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